STATE NORMAL SCHOOL

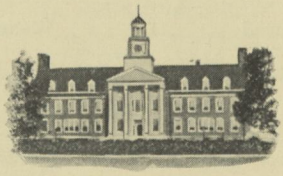
SALISBURY, MARYLAND

SUPPLEMENT No. 1

TO

ANNOUNCEMENT, 1930-1931

Outline of Tentative Three-Year Curriculum



August 1, 1931

THE COLLEGE LIBRARY
STATE TEACHERS COLLEGE
SALISBURY, MARYLAND

CALENDAR FOR 1931-1932

Elementary School Opens for Registration	Tuesday, September 8
Elementary School, Regular Work	Wednesday, September 9
Registration and Organization of Classes for First Semester	Tuesday, September 8
Dormitories Open for Resident Students	Tuesday, September 8
Regular Schedule Begins	Wednesday, September 9
Armistice Day Celebrated at School	Wednesday, November 11
Thanksgiving Holidays	Wednesday, November 25, to Sunday, November 29, inc.
Regular Schedule Followed	Monday, November 30
Christmas Vacation	Wednesday, December 23, to Monday, January 4, inc.
Regular Schedule Followed	Tuesday, January 5
Semester Ends	Thursday, January 28
Interim Between Semesters	Friday, January 29, to Sunday, January 31, inc.
Second Semester Begins	Monday, February 1
Easter Vacation	Thursday, March 24, to Tuesday, March 29, inc.
Regular Schedule Followed	Wednesday, March 30
Memorial Day Celebrated at School	Monday, May 30
Senior Class Schedule Ends	Wednesday, June 8
Second Semester Ends	Friday, June 10
Elementary School Closes	Friday, June 10
Class Day	Saturday, June 11
Sermon to Graduates	Sunday, June 12
Commencement	Monday, June 13

Announcement for 1931-1932

Change from a Two-Year to a Three-Year Curriculum

THE GENERAL ASSEMBLY of 1931 enacted a law providing that the white State normal schools shall maintain courses of study "requiring a total of not less than three years' work." Accordingly, the Salisbury Normal School offers to female graduates from a standard four-year high school course, or those having equivalent preparation, the privileges and benefits of the curriculum hereinafter outlined.

This legislative enactment marks the beginning of a new and better era in the preparation of teachers for service in elementary schools. Besides added maturity, which in itself is very desirable, graduates from the three-year course should enter upon their chosen vocation possessed of a broader general culture, and equipped with more varied and more certain skills and technics than could be satisfactorily acquired in the time heretofore available.

Those desiring a four-year college degree will also find that their three years at normal school will put them within easy reaching distance of the coveted academic goal.

THE CURRICULUM

This becomes effective with the opening of the school year 1931-1932, and supersedes the two-year curriculum listed on page 30 of the 1930-1931 Announcement.

FRESHMAN YEAR

First Semester (18 weeks)	Periods per week	Credit in Sem. Hrs.	Second Semester (18 weeks)	Periods per week	Credit in Sem. Hrs.
English I	3	3	English II	2	2
History I	3	3	English III, World Literature	2	2
Introduction to Teaching, including Library Technique	3	2	History II	2	2
Music I	2	1	Science, Biological	3	3
Hygiene	2	2	Geography II	2	2
Physical Education I	1	½	Physical Education II	1	½
Handwriting	2	1	Music II	2	1
Geography I	3	3	Mathematics	3	3
			Athletics	1	½
	19	15½		18	16

JUNIOR YEAR

First Semester (18 weeks)	Periods per week	Credit in Sem. Hrs.	Second Semester (18 weeks)	Periods per week	Credit in Sem. Hrs.
Teaching I	3	2	Teaching II	4	3
Technique of Teaching	2	2	Teaching Problems	3	2
English IV, Problems	2	2	English V, Reading and Literature, Primary	2	2
History III, Early American	2	2	Geography	3	3
Educational Psychology	3	3	Industrial Arts II, Upper Grades	3	2
Music III, Primary Grades	2	2	Music IV, Upper Grades	2	2
Physical Education III	2	1	Physical Education IV	2	1
Industrial Arts I, Primary	3	2	Science, Elementary School	2	2
	19	16		21	17

SENIOR YEAR

First Semester (18 weeks)	Periods per week	Credit in Sem. Hrs.	Second Semester (18 weeks)	Periods per week	Credit in Sem. Hrs.
Teaching III	5	4	English VII, Modern Literature	2	2
History IV, Later American	3	3	Principles of Education	3	3
English VI, Children's Literature, Upper Grades	2	2	Sociology	3	3
Health Education and Hygiene	3	3	Arithmetic II, Upper Grades	2	2
Music V, Appreciation	2	1	Fine Arts, Appreciation	3	2
Arithmetic, Primary	2	2	Home Economics	2	1
Physical Education V	1	½	Physical Education VI	1	½
Athletics II	1	½	Psychology, Elementary School Subjects	2	2
	19	16		18	15½

Required: Class Hours, 114; Semester Hours Credit, 96.
Additional Electives, 1 to 3 Semester Hours.

EXPLANATION

1. The curriculum will be administered on a two-term, or semester, basis.

2. All courses listed are required of all students. The electives are additional for students able to carry more work, and will be offered upon request, if and when it is found feasible to do so.

3. The three-year curriculum affords an opportunity to add 50% to the previous time offering. The number of hours added to make the three-year curriculum is 45.9% of the number heretofore required under the two-year plan. If three semester hours additional are carried as electives, the total number of hours will be exactly 50% more than previously required in the two-year curriculum.

4. The additional time available is filled with courses entirely academic in character, and as many of these as possible are to be taken prior to all professional courses. The aim has been to enrich the course where it has shown weakness in cultural subject-matter, and to bring about a better balance between the various courses. The professional, and professionalized, courses remain essentially as they were, except in length.

5. Courses appearing in successive semesters are to be given in a graded or logical sequence.

6. The Freshman course in Mathematics will be a general survey and interpretation of elementary and high school mathematics and their relation to higher mathematics. The course in upper-grade Arithmetic to be given in the Senior Year will include the mathematical aspect of Educational Measurements. The diagnostic function of Educational Measurements will be taken care of in one of the theory courses in education. This renders a separate course in Educational Measurements unnecessary.

7. Certain courses in Music, Physical Education, and Industrial Arts requiring less than the usual amount of preparation outside of class are given one semester hour credit for 1½ to 2 class hours.

8. Curriculum Organization will not appear as a separate course, but will be given as a unit of the course in Principles of Education. This course will also include units in School Law and School Management.

9. Athletics and Handwriting have heretofore been given without credit. These subjects will hereafter be conducted in such a way as to justify credit as indicated.

10. Courses in Elementary School Problems and Rural Teaching Problems are combined in one course to be known as Teaching Problems, which is to be given concurrently with the proper phase of practice teaching.

11. No change is made in the plan of practice teaching, very successful results having been achieved with the plan used. A slight reduction is made in Teaching I, the first phase of the graded system of practice. One hour a day, five times a week for 12 weeks, has heretofore been devoted to observation and participation, (Teaching I), but it is believed that better results can be secured by giving to this first step one hour a day, three times a week for one semester. The time allotment for Teaching II and Teaching III remains the same. Practice teaching will be delayed as much as practical administration will permit.

12. It will not be possible to short-circuit the course, three years being required for the full operation of the three-year curriculum.

DESCRIPTION OF COURSES

A detailed description of the character and content of the various courses constituting the three-year curriculum will appear in a new Catalogue and Announcement of the School to be issued about the middle of the coming school year. For the present it will suffice to say that the outlines given in the Announcement of which this pamphlet is a supplement will apply, in the main, to all courses which are retained. Courses added to, or substituted for, those previously offered, will be conducted on the same approved collegiate level as has always characterized the work of this school.

This new and improved curriculum is offered in the full confidence and belief that in content and method it will prove to be fully equal, if not actually superior, to that of any other three-year teachers' college in the country. Ambitious young women may find at this institution unexcelled opportunities for happy and successful preparation for teaching service.

Any further information desired concerning the school will be cheerfully furnished upon request.

WILLIAM J. HOLLOWAY, *Principal,*
Maryland State Normal School,
Salisbury, Md.